

Fall 8-15-2004

# ENG 1001G-018-044: Composition and Language

Bridget Johnson  
*Eastern Illinois University*

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1001G -018  
-044

## Composition and Language Fall 2004

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English 1001G  
Email: cfbkj@eu.edu  
Office: Coleman Hall 3762  
Instructor: Bridget Johnson  
Office Hours: MWF: 11:00 - 1:00 pm  
Office Phone: 581-6319

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MWF 2:00 - 2:50 pm  
Section: 044

### Course Description

Welcome to English 1001G, the ETIC (English Technology-Integrated Classroom). This is a writing centered course designed for the purpose of helping you become a more effective writer, as well as reader and thinker. Fortunately, we will have the opportunity to spend half of our time in the computer lab and half in a regular setting classroom. Please note which classroom we will be in from week to week in the course outline below.

In this composition class, you will be asked to write a number of informal and formal essays, respond to peer writing, and participate in class presentations and discussions. This class, in particular, will focus on increasing your understanding of the role writing has and will play in your life. In other words, you will examine what it means to read, respond, and think critically on subjects relating to the writing task. In approaching these issues, we will write from our personal experiences as well as conduct research on the beliefs held by others. The following is a list of goals/objectives we will work towards throughout the course of the semester.

### Course Objectives:

- *Writing* - to go beyond creating the five paragraph essay and yet still write essays in a clear, logical and organized manner, applying all parts of the writing process, including pre-writing, researching, writing, and revising.
- *Responding* - to be able to respond constructively to your peers' writing, to course assignments, and especially to your own strengths and weaknesses.
- *Critical thinking* - to be able to listen to the opinions and beliefs of others who may hold cultural, ethical and social values much different than your own - and in listening, be able to explore your own thoughts on these particular issues.

### Texts and Materials

Fulwiler, Toby and Alan Hayakawa. *The College Writer's Reference*  
Harneck, Andrew and Eugene Kleppinger. *Online! A Reference Guide to Using Internet Sources*  
Kennedy, X.L., Dorothy Kennedy and Jane Aaron. *The Bedford Reader*  
McMahan, Elizabeth and Robert Funk. *Here's How to Write Well*

## **Grading**

Your grade in this course will be based not only on the quantity but also quality of work you do. First, you will be required to write a number of formal essays, including: one narrative essay, persuasive paper, group project, and research paper (all at varying lengths). For your final essay, you will have to informally present your side of the argument in front of the class. We will discuss this in more detail in class. In addition, you will need to complete two peer reviews per essay; I will give you specific details on their format during the first few weeks of class. You will also be required to respond critically by writing short responses relating to essay assignments as well as issues relevant to today. At the end of the semester, you will be asked to reflect on yourself as a writer in your Writer's Autobiography. So pay attention to what works for you as a writer as we work through the writing process. Finally, you will be asked to write additional in-and-out of class responses and to participate regularly. *There will be no final exam in this course.* All assignments must be turned in for you to pass the course. Refer to the following handout, "Guidelines for Evaluating Writing Assignments in EIU's English Department" to determine how grading will be evaluated in this class. You must earn a "C" or better in order to pass this course. Anything lower than a "C" will earn you a "NC" (No Credit) and you will have to take this course again.

## **Revisions**

As you will learn quite early on in the semester, writing is a process. Part of that process deals with revising. Therefore, you may revise any paper as long as it is handed in within one week after it has been returned to you. I will then take the average between your first and second paper. If you have any questions regarding my comments on any of your drafts, please make an appointment to see me.

## ***Grading Scale:***

The following is a breakdown of points for this class.

Narrative.....	50 points
Persuasive .....	75 points
Interview / Library - Online Project.....	150 points
Research Assignment.....	200 points
Reading Responses.....	100 points
Writer's Autobiography .....	25 points
Misc. (in-and-out of class writing, including reading responses/class participation.....	50 points

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Total	650 points
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## ***The Grading Scale:***

585 - 650 Points .....	A
520 - 584 Points.....	B
455 - 519 Points.....	C
454 or below.....	N/C

***Attendance:*** Your participation and attendance is critical and needed in order to do well in this course. However, you are allowed to have three unexcused absences without them affecting your final grade. For each missed unexcused absence after that, your grade will drop one letter grade. Unless you have an excused absence, I will not accept late work in this class. You will automatically receive no credit for the assignment due on that particular day. As a result, please try to make an effort to attend every scheduled class date. If you have an excused absence (e.g. illness) you will need to meet with me as soon as you return to class, so you can make up the work. It is your responsibility to come see me about a missed or late assignment.

### **Plagiarism**

Please note the English Department's statement on plagiarism:

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas and/or thoughts of another author, and representation of them as one's original work" (Random House Dictionary of the English Language)- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments, of a grade of F for the assigned essay and a grade of F for the course and to report the incident to the Judicial Affairs Office.

### **Students with Disabilities**

If you have a documented disability and wish to receive academic accommodations, please contact the Office of Disability Services (581-6583) as soon as possible.

### **Questions/Concerns**

During the course of the semester, you may have questions/concerns regarding assignments or class discussions. If so, please do not hesitate to stop by my office to talk to me or email me your questions. Remember, we are all here to help each other become better at the skill and art of writing.

### **Course Syllabus**

The syllabus below is tentative. We cannot always determine what technical issues will occur in the computer lab, or how far we will get in class discussion. So while we will attempt to closely follow this schedule, at times, it may be subject to change.

#### **Week 1 (3130)**

- |          |  |
|----------|--|
| M (8/23) | Introduction to Course<br>Diagnostic essay   |
| W (8/25) | Pre-Writing Strategies<br>Assignment: Reading Response (RR) - read a brief narrative/story, and write a one page, typed essay on what you liked or disliked about the story. |

F (8/27)        RR Discussion / What makes a good Narrative?  
Distribute Narrative Essay assignment  
Assignment: Begin to draft essay #1

Week 2 (3120)

M (8/30)        Looking at Sample Essays  
Conference Sign-up  
Assignment: Continue to work on essay #1 / Bring 1<sup>st</sup> draft of essay of conference

W (9/1)        Individual Conferences

F (9/3)        Individual Conferences

Week 3 (3130)

M (9/6)        Labor Day -No Class

W (9/8)        Peer Reviews  
Assignment: Narrative Essay Due and RR - write a letter to a friend or family member trying to convince him/her to try something new (ex. snowboarding) or stop some habit (ex. smoking)

F (9/10)        Narrative Essay due  
RR discussion - argumentation - persuasion  
Paragraph development - reconstructing RR paragraphs  
Transitions  
Assignment: RR - writing from the opposing view's side -using paragraph development format

Week 4 (3120)

M (9/13)        RR Discussion  
Discussion on Persuasive format -incorporating narratives  
Assignment: RR- Rewrite two body paragraphs and opposing view / Using paragraph development format

W (9/15)        Small group discussion on RR  
Discussion on Introductions/Conclusions  
Distribute Persuasive Assignment  
Assignment: Essay #2 -Persuasive Essay

F (9/17)        Grammar / Writing Workshop  
Assignment: Continue to draft Essay #2

Week 5 (3130)

M (9/20)        Peer Reviews  
Assignment: Essay #2 due

W (9/22)      Essay #2 due  
What is field Research?  
Assignment: RR - Interview a student on campus, asking him/her what he/she would like to see changed on campus and why?

F (9/24)      Small and large group discussion regarding RR  
Incorporating Field Research into Essays  
Distribute Essay#3 - Briefly meet with groups  
Assignment: Essay # 3 Field and Library/Online Assignment

Week 6 (3120)

M (9/27)      Library Tour - meet at front entrance of Library  
Assignment: Begin to gather information for project

W (9/29)      Incorporating Library /On-line information into our essays  
Discussion on quotations/paraphrases/summaries  
Assignment: Gather information for group project / Bring *A Writer's Reference* to Class

F (10/1)      Discussion on MLA style format for quotations/paraphrases/summaries  
Assignment: Continue to gather information for group project / Bring *A Writer's Reference* to Class

Week 7 (3130)

M (10/4)      Discussion on Citation Page  
Assignment: Putting project together

W (10/6)      Meet with groups to complete project

F (10/8)      Fall Break - No Class

Week 8 (3120) Group Presentations on Project

Week 9 (3130)

M (10/11)      Peer Reviews (Every individual should bring in a copy of essay to class)  
Assignment: Revise FR /Library/Online Project

W (10/13)      Discussion on Projects -Successes/ Challenges/Questions  
Letter to Instructor Regarding Project  
Essay #3 Due

F (10/15)      Distribute Persuasive Research Essay  
Pre-Write on Topics of Interest for Persuasive Research Project  
Choose partners  
Assignment: Begin to gather information for project

**Week 10 (3120)**

M (10/25)      Work in-class on submitting proposal for essay topic  
Assignment: Begin to gather information for essay #4

W (10/27)      Looking at Sample Research Essays  
Assignment: Continue to gather information for essay #4

F (10/29)      Continue to look at Sample Essays  
Assignment: Continue to gather information for essay #4

**Week 11 (3130)**

M (11/1)      Writing Workshop - Be prepared to give informal presentation on research to class

W (11/3)      Research Presentations

F (11/5)      Research Presentations  
Conference Sign-up

**Week 12 (3120)**

M (11/8)      Complete Research Presentations

W (11/10)      Individual Conferences

F (11/12)      Individual Conferences

**Week 13 (3130)**

M (11/15)      Individual Conferences

W (11/17)      Peer Reviews for Essay #4

F (11/19)      Research Essay due - Letter to Instructor

**Week 14**

11/22 - 11/26 - Break - No Classes

Week 15 (3120)

- M (11/29)      Discussion on Essay # 4 - revisions  
Assignment: Revise Essay #4 (optional)
- W (12/1)      Discussion on Writer's Autobiography  
Assignment: Bring two copies of Autobiography to class on Monday 12/6
- F (12/3)      Retrieving EP Submission form - Writing Workshop on Autobiography  
Assignment: Complete Writer's Autobiography

Week 16 (3130)

- M (12/6)      Peer Reviews for Autobiography  
Assignment: Bring in Selected Paper for EP Submission
- W (12/8)      Peer Reviews for EP Submission - make sure to bring in form for me to sign  
Assignment: RR - What does it mean to be a critical writer/reader/thinker?
- F (12/10)      RR Discussion - distribute final grades to class

Reminder: There is no final in this class!